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ABSTRACT

This book explores the complex world of the college writing teacher at work and is intended as a balance to current composition research that focuses almost exclusively on student writers, often ignoring the role the teacher plays in classroom development. The book contains data elicited from observation, surveys, and interviews with college teachers enrolled in a doctoral seminar on teaching basic writing. Also included in the book are case studies of five of these teachers in their college writing classrooms, which investigate how their teaching practices changed and how their professional and personal histories influenced their ability to make those changes. A full chapter is devoted to each teacher's efforts to implement new practices based on the seminar. The first chapter describes the graduate seminar in rhetoric, the next five chapters include the individual case studies, while the final chapter discusses teachers as learners and investigates classroom change. The appendix contains a discussion of data collection strategies and detailed analysis of four figures of data. Also included are 109 references. (KEH)

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